

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Donald E. Gavit
Local Education Agency Name	School City of Hammond
School Year	2019-2020

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Name	Stakeholder Group(s)	Role(s)
Michelle Ondas	Building Administration	Principal
Jennifer Rycerz	Building Administration	Assistant Principal
Catherine Danko	District Administration	Title I Coordinator
Kimberly Penrod Joy MacDonald	Staff	Teacher-Grade 6
Thomas Trottier Mindy Sarlea Alana Anderson	Staff	Teacher-Grade 7
James Scott Timberly Kinnie	Staff	Teacher-Grade 8
Sylvia Vlahu	Staff	HS Science
Crystal Anthony	Staff	Special Education Case Manager
James M. Adams	Staff	HS English
Jamie Mattel	Staff	HS Math
Rhonda Fehr	Staff	Instructional Coach
Amy Zwierz	Family/Community	Parent
William Lewter	Family/Community	Parent Booster Club

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Committee's Domain of Study: District Review Team		
Name	Stakeholder Group(s)	Role(s)
Esther Goodes	District Administration	Executive Director to Secondary
Scott Miller	District Administration	Superintendent

Mrs. White	School Board	President
------------	--------------	-----------

II. Develop a vision of excellence

Vision of Excellence

Gavit Middle/High School is an urban, Indiana school located just outside the city limits of Chicago, Illinois. The demographics of our student population have been changing over the past years. Overall, student population is steady; while minority and free and reduced students have shown an increase in population.

The curriculum at Gavit Middle/High School includes general education courses, advanced placement, honors, introductory vocational, a community based educational program, and a special education program. Gavit utilizes a standards based curriculum that is aligned with the Indiana State Standards. The middle school teachers have identified essential learning outcomes in each content area for each grade level and work with the high school level departments to vertically align the sequence of the curriculum.

The high school educational program is designed to provide a wide range of educational experiences for the student over a four year period. The variety and profusion of courses offered far exceed the number of educational experiences in which a student will have time to participate during the eight terms in high school. All students are expected to meet state and local minimum requirements for graduation and to participate in a daily schedule of classes. Each term which will provide opportunities for educational growth and development. Counseling of students and parents in the selection of a high school course of study begins in the middle school via the five-year plan and continues through high school. Parents or guardians will be involved in the selection of courses to meet each student's educational goals. Each student's schedule for the two terms of each school year is established before the beginning of the school year after a student-counselor conference. A copy of the course selection is signed by the parent or guardian. Revisions may be made during the year to meet graduation requirements.

Our challenge as a school is to move from a focus on school management to a focus on learning. If learning for all is to one day be our reality, then it is believed learning must be the focus. Through our work as a staff, that is rooted in an ongoing cycle of school improvement, we are beginning to realize that we are accountable for all students and their learning. Our review of the data reveals several strengths at Gavit School. Our recognition as a Title 1 Distinguished School for closing the achievement gap, our academic teams, Lilly Scholar recipients, and mentionable increases in student literacy achievement are a few testaments to the hard work invested in professional development and reading initiatives currently in place at Gavit.

We are an emerging school with many best practices. Our middle and high school staff's main focus is to build relationships with students and their parents. We have middle school teams, a freshman academy, Advanced Placement courses, Project Lead the Way courses, university partnerships with dual-credit opportunities, and career and technical classes available at our award-winning Hammond Career Center.

This report and review process has enabled our staff to recognize many areas of academic learning that need improvement. We will continue to focus our attention on literacy as the foundational learning that all students must master to reach our mission of learning for all. It is our intention that the following data and improvement plan will address and direct the learning needs of all of our Gavit students and staff.

Measures for Success

What we say in our mission	Sources of data and evidence
Safe, orderly environment	<ul style="list-style-type: none"> ● Discipline referrals ● Bus referrals ● Expulsion/suspensions ● Vandalism ● Climate and culture survey
Mastery of academic skills	<ul style="list-style-type: none"> ● Scores on state assessments ● Scores on NWEA interim/quarterly growth scores ● ISTEP pass rate
Productive citizens	<ul style="list-style-type: none"> ● Attendance/truancy ● Tardiness ● Number of students participating in future career opportunity experiences ● Former students' graduation/dropout tracking data ● Career interest surveys
Lifelong learners	<ul style="list-style-type: none"> ● Number and quality of independent projects completed ● Number and quality of group projects completed ● Extracurricular participation ● Feedback from local business partners

- Other sources of data/evidence
 - Unit pre/ post-tests, subject grades, performance checklists, individual student work, exit tickets, behavior data, staff attendance, staff surveys, observation logs, professional development participation, parent involvement data

III. Create a school profile

School Profile

Gavit Middle/High School is an urban, Indiana school located just outside the city limits of Chicago, Illinois. Gavit Middle/ High Schools is one of four middle and one of four high schools in the district. Upon completion of 5th grade from O'Bannon, Edison, and Jefferson; the students enroll at Gavit.

The demographics of our student population have been changing over the past years. Overall, student population is around 1600 students. The middle school contains around 700 while the high school is around 900. During the 2017-18 school year, in the middle school, there were two grade level teams, a specials team (music, art, band, physical education, drama, health), and a resource teacher for each grade level. Specialized instructional support personnel include two instructional coaches, a part-time speech, a part-time vision, four counselors, a nurse and a family-outreach coordinator. Furthermore, the school's Title 1 program funds a reading interventionist and two instructional coaches. We also have two SEI (suspension/expulsion interventionist), who work with students who need support in behavior. The school principal is assisted by an assistant and two deans, who each cover either the MS or HS. Gavit is a secure facility that continues working to improve the safety of all students, faculty, and staff. School officials enhance physical safety by supervising access to the building and grounds, adjusting scheduling to minimize the time in the hallways or in potentially dangerous locations, closing school campus during lunch periods, and having adults visibly present throughout the school building. Our school district employs off-duty police officers as security for the school building. We also coordinate with local police to ensure that there are safe routes to and from school. We have 75 video cameras throughout the building and two video cameras at the main external doors with 24-hour videotaping and a monitor in the main office for visitor entrances.

Vision

Success through lifelong learning in a spirit of teamwork and high expectations

Mission Statement

The Gavit community empowers students to achieve success in all curricular areas through the development of literacy and problem solving skills that will enhance their daily lives.

Core Beliefs or Core Values

- School Safety
- Relationships
- Citizenship
- Lifelong learning
- Soft Skills development
- Cultural Competency

- Growth Mindset
- Student Engagement
- Data based decision making

Student Demographics

Detailed demographic data for Donald E. Gavit can be found [here](#).

Staff Demographics

There are approximately 115 teachers who work at Donald E. Gavit. The staff at is split with experience. 50% of our teachers have 10 years or less teaching, while the other half have 11 or more years teaching. Approximately 72% of certified staff are white, 13% Hispanic, 10% Black and 4% Multiracial.

Student Behavior

The staff of Donald E. Gavit is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The parent/guardian of each student is given a copy of the school's handbook at the beginning of the year. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described. At the beginning of the school year and throughout the year, school personnel are trained in classroom management strategies designed to prevent and effectively respond to student misconduct. Specific procedures for professional staff are outlined in the beginning of the year staff meeting and fine tuned throughout the school year during professional development and staff meetings.

Classroom teachers and the school counselors work closely to provide ongoing guidance lessons that incorporate social-emotional topics. Subjects, such as resisting drugs, bullying, violence, personal goal setting, and physical wellness are addressed with students. All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. School and corporation personnel wear identification tags while in the building.

At Donald E. Gavit, we implement Positive Behavior Initiatives and Supports (PBIS). A dedicated committee of professional Gavit teachers met with Kevin Dill for training and holds all school assemblies for both the middle school and high school. Students are recognized for their outstanding behaviors via a raffle by teacher recommendations and teachers are recognized by students for their outstanding behaviors base on being Respectful, Responsible and being Engaged.

Student Academic Outcomes

Gavit's vision statement is "Success through lifelong learning in a spirit of teamwork and high expectations." The statement is related to the broader schoolwide goals in conjunction with

academic growth and achievement. The foundation for our vision to ensure that all students embrace lifelong learning and are provided high quality, collaborative learning opportunities that promote academic growth and achievement for all. Ultimately, all decision-making is based on our intention that all students learn at high levels. This vision provides continuous guidance as we analyze student academic data and student outcome objectives.

By spring, 2019, 70% of all 6th - 10th grade students will meet their NWEA Reading RIT Projection demonstrating typical or above-average growth as measured by Fall to Spring NWEA scores.

By spring, 2019, 70% of all 6th - 10th grade students will meet their NWEA Math RIT Projection demonstrating typical or above-average growth as measured by Fall to Spring NWEA scores.

Summary of Current School Improvement Strategies

As noted above, continuous improvement is assured through the administration's devotion to meeting the rigor of Indiana's Academic Standards. School improvement strategies focus on data derived from the previous year's student performance data. Current school improvement strategies are:

- Engagement of a broad range of stakeholders; including families, educators, community partners, and students.
- Accumulation of qualitative data (interviews, focus groups, and surveys) of families and educators to gain a better understanding of the root causes of our identified needs.
- Examination of relevant qualitative and quantitative data to understand the most urgent needs of students, educators, and the overall school as well as the potential root causes of these needs. (ESSA, Title I Schoolwide Program)
- Description of the key findings and outcomes, including, but not limited to:
 - The data sources used;
 - A detailed analysis of data from all student subgroups;
 - An examination of student, teacher, school, and community feedback; and
 - A summary of priorities that will be addressed in the plan, including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Summary of Core Curricula

The curriculum for Donald E. Gavit is developed by the School City of Hammond, based on Indiana Academic Standards. Corresponding pacing guides direct the flow of instruction and adherence to academic standards. These guides include references to currently adopted core instructional materials, both online and in print. Curriculum for each subject - mathematics, language arts (including reading, English, spelling, and writing), social studies, science/health, the arts, and physical education - are reviewed and revised during the year of state adoption.

Summary of Formative and Summative Assessments

Donald E. Gavit utilizes a number of assessments to evaluate students' academic and behavioral status and progress. Academic assessment data is used by school personnel to plan subsequent on-grade level, remedial, and enrichment instruction. Behavioral data is used by school personnel to assist in behavioral interventions, including attendance. Below is a list of academic assessments used by subject and grade level.

Subject: Reading- NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Literature, Nonfiction, Vocabulary

Timeline: Fall, Winter, Spring

Subject: English/Language Arts -- NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Write, Develop, Revise, Purpose, Conventions

Timeline: Fall, Winter, Spring

Subject: Mathematics - NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Number Sense, Computation, Algebra, Geometry, Measurement, Data Analysis, Statistics

Timeline: Fall, Winter, Spring

All HS Classes: Final Exams

Timeline: end of term

Academic Enrichment - High ability Assessments - AP Exams

AP English Language, AP Biology, AP English Literature, AP Spanish Language, AP Environmental Science, AP Calculus, AP Psychology, AP US History, AP Chemistry, AP Statistics

Timeline: Spring

Behavioral

A variety of behavioral assessments are used to assist classroom teachers and support personnel. When necessary, data from these assessments may be used as part of the functional behavior assessment process.

Summary of Academic Intervention and Enrichment Programs

Donald E. Gavit offers a variety of different activities to enrich and strengthen all aspects of our school. Our staff believes in providing an environment with continued differentiated instruction to enhance all students learning at higher levels. Teachers use methods and instructional strategies that strengthen the academic programs in the school; increase the amount of quality learning time; and help provide an enriched and accelerated curriculum to produce a well-rounded education. Such activities include multi-tiered collaboration for students to experience higher-level curriculum learning and exposure within honor level classes; high ability clusters, co-taught classes for continual academic student support; and student-centered stations in classrooms to promote leadership and student collaboration in

small group interactions. Students participate in College and Career Fairs, TRIO in correlation with Purdue University Northwest; 21st Century Scholars; and take College and Careers readiness classes to promote and engage in real-life learning experiences and future life-skills planning. Through continual analysis of student data, our staff implements enrichment programs which include: READ 180, summer reading program, ELL, mapping student NWEA data to Study Island, mapping student PSAT data to Khan Academy, and Saturday math camp. These programs continuously strengthen and improve the achievement gap for Gavit students.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

In addition to the intervention and enrichment programs noted above, Gavit Middle/High School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. After school programs offered include: Homework lab, that provides homework assistance and learning support beyond the classroom for students in grades 6-12; Student Council, for both Middle and High School; Key Club; MS Girls Group, and HS Natural Helpers.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the School City of Hammond. The corporation supports Donald E. Gavit School's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below

Recruitment: The corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's website and with universities across the state. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. Training for principals in the interview process was conducted by the school corporation last year. In addition to an interview, candidates are required to complete two tasks that highlight their skills in decision-making and knowledge of mathematics and reading. Upon successful completion of the tasks and interview, a comprehensive background check is conducted for the highest rated candidates. These individuals interview with the principal and superintendent prior to being recommended for employment to the school board.

Induction: The School City of Hammond provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.). New teachers are paired with a mentor who provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the mentor provides ongoing emotional support and guidance.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Donald E. Gavit School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations and recognitions include: a spotlight on teacher success at faculty meetings; corporation teacher-of-the-year recognition; recognition of staff for program development and awarded grants before the school board, and celebrations for individual and/or group accomplishments during staff meetings. Ongoing support is provided by colleagues and the principal in staff efforts to incorporate innovative educational ideas (including the procurement of grants), individual professional coaching, and incentives for longevity at the school.

Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff development priorities are identified as a direct result of data analysis. A guiding principle for professional development is that initiatives be focused, measurable, and include ongoing, job-embedded support. Most recently, professional development has pertained to Tier 1 and Tier 2 instruction, strengthening student engagement, writing, and school climate.

Specific to instruction, professional development priorities have focused on Tier 1 and Tier 2 instruction across content areas through the use of learning centers. This includes extensive and ongoing training on the use of learning centers across all content areas. Through centers teachers are able to provide for independent and group practice as well as teacher led support and differentiation.

With regards to strengthening writing skills, teachers received training in writing and giving feedback on constructed response questions. Teachers create text dependent questions at DOK levels 2 and 3 in all content areas. Teachers use a common rubric in giving feedback and have common expectations for student outcomes.

While mathematics teachers received the same training in developing constructed response questions, their text dependent questions took on the form of multi-step problem solving with the same DOK level 2 and 3 expectations and use of a common rubric. To support Tier 1 and Tier 2 learners in mathematics, mathematics teachers have been trained in the use of the computer adaptive programs Study Island and Mathia.

Ongoing professional development initiatives are rooted in the school's commitment to maintaining a climate and culture where safety and equity for all are the expectation within the school. PBIS and Suspended Curriculum are two initiatives for which teachers are provided ongoing professional learning and support. The school partners with community agencies and parent organizations to reinforce the importance of this priority.

Summary of Teacher and Staff Coaching and Evaluation Model

As noted above, hiring and retaining a high quality staff is a priority for Donald E. Gavit Middle School / High School. A priority for Donald E. Gavit is to empower teachers to continuously refine and improve their professional practice. This comes about through a careful self-reflection by each teacher, collaboration between the principal and each teacher, and

on-going coaching support by the instructional coaches. Simultaneously, teachers work collectively as collaborative teams to identify schoolwide priorities based on student performance data. With the school's vision as the focal point at all times, staff collectively commit to teaching practices and an educational environment that promotes high levels of learning for all students.

Three points of data are used by teachers when determining priorities for improvement: self/staff reflection; student data; and informal/formal observations. Based on these, an area of refinement is identified by individual teachers and discussed with the principal and instructional coach. Teachers engage in a continuous cycle of performance development and performance analysis using a collaborative process, with support from colleagues, the instructional coaches, and the principal.

The formal evaluation model is based on the requirements set forth by the state and was developed jointly by the school corporation and local teachers' association. The school administration informally observes each teacher three (3) times during the year and conducts one formal observation for each teacher per semester.

Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the School Leadership Team is to coordinate family engagement and outreach. The family outreach coordinator is the key point of contact for studying, planning, and implementing family engagement services and events. Ongoing two-way communication and attention to continuous alignment to the schools' vision are the cornerstones of the family engagement framework. At present, communication occurs via:

The school website which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the Family/Student Handbook, teacher pages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook which is distributed in print form to all families at the beginning of the year or upon enrollment;

Mass Phone Messages- of important events, such as open house, testing, dress down days, parent-teacher conferences, and when emergencies and/or school delays/cancellations occur;

Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent Portal Chalkable- through STI parents can check grades on assignments daily, daily attendance and discipline.

Google Classroom- parents are invited into google classrooms to view assignments to support their children

Parent-Teacher Conferences, which are held in the fall for all students and in the spring, as necessary to discuss student academic concerns, state testing results, and summer school enrollment

Current family activities include:

Open House: the building is open for parents to tour the school and meet teachers and receive information pertaining to our school and how to be involved

Side by sides- Parents are invited to sit with their children in class- twice a semester.

Annual parent meetings, held in the fall

Monthly PTSA meetings, convened by PTSA officers

Family Nights- each middle school team holds function in the fall and spring.

List of Community Partnerships

Partnering with community stakeholders is an important component of Gavit Middle/High School's vision of success through lifelong learning. The staff believes that a continuous, collaborative relationship enables the school and community stakeholders is vital for understanding the needs and demands in the school, community, and workforce. Additionally, local agency support is critical to meet the needs of families and students who find themselves with personal struggles.

Purdue University Northwest- Students are encouraged to participate in college level experiences that can prepare them for life in college.

College Bound Scholarship Program- Hammond residents are eligible to participate in a College Bound Scholarship program where students can have their college paid for in full if they're attending an Indiana college and complete the requirements of the program.

Individual businesses and industries: Individuals for local businesses and industries participate in school wide events and individual classroom teachers where they are featured as guest speakers. Additional support from businesses and industries occurs in the form of financial support for schoolwide initiatives and programs. Examples of such support are subsidizing grade-level field trips, donating supplies for athletic programs, and welcoming classes into their facilities to promote workforce awareness. Competitive grants for classrooms are also made available by local industries.

AP-TIP IN- partnership with Notre Dame to support AP teachers with PD and professional growth opportunities to ultimately prepare students for AP exams

Agency and Faith-based Institution Supports: Local private and governmental agencies and faith-based institutions provide a range of supports including food, financial assistance, and counseling for families. Individuals from faith-based institutions and counseling agencies are available to provide support in crisis situations (e.g. death of student or staff); and

Hammond Education Foundation: The local community foundation sponsors competitive grants for innovative programs developed by teachers.

Hammond Community Corporation- The corporation provides social, emotional, and financial support for families who are in need of additional services to assist them.

YMCA- Students and their families are encouraged to participate in the family programs through the YMCA. Students are also encouraged to attend the YMCA for their after school programs in order to promote positive community involvement.

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing

the School's Vision of Excellence and the School Profile

Note: Adjust the table as needed.

Description of the Gaps Identified between the Vision of Excellence and School Profile

See the link-

https://docs.google.com/document/d/1mUGgQInltwWO5M_CU-ZLZXnlgZMnZ27ye-s6c3ktLU4/edit#

Description of Focus Area 1

Mathematics

Multiple assessments reveal a lack in student achievement and growth in Math. ISTEP+ Proficiency scores have shown a steady decline over a three year period and a significant drop in growth scores occurred from SY 16-17 to SY 17-18. The subgroups of specific concern are Special Education and English Language Learners. Both groups of students' Math scores are low compared to other subgroups as well as state averages. Their scores have also declined each of the last two years. Special Education subgroup has the lowest achievement scores of any of the subgroups.

Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low Math scores. It is believed that a lack of students using critical thinking skills and teachers not using student-friendly objectives could also be contributing factors. However, the team felt more data was needed to confirm these conclusions.

Description of Focus Area 2

Use of data and standards based instruction

Low academic growth scores and classroom observation data reveal a lack of standards-based instruction. Specifically, in only 25% of classrooms observed, did the lesson objective align to academic standards. Additionally, classroom instruction is failing to meet the rigor (DOK) demanded by the Indiana academic standards. The team believes a lack in the use of data to inform instruction and a lack in the use of higher level questioning and evidence based instructional strategies might possibly be contributing factors.

Description of Focus Area 3

Social Emotional Learning and Learning Competencies

Integrate Social Emotional Learning into the curriculum. This will have a positive impact on social behavior among students. It will lead to fewer behavioral problems and office referrals. Stronger academic success will occur due to improved social and emotional skills.

The vision of excellence contains numerous references concerning the development of 21st century skills and students being lifelong learners. Both the data that does exist (see classroom observations) and the lack of emphasis on collecting additional data points reveals a significant gap between the vision of excellence and reality.

The CNA team also noted that an emphasis on this focus area is likely to drive improvements in instruction, student engagement, and the two previously mentioned focus areas.

V. Collect additional data on focus areas

**Several data sources were previously considered when completing phase 4 (e.g. classroom observations & teacher surveys). However, as part of completing CNA phase 5 additional data was collected by conducting teacher and student focus groups.*

Additional Data Sources Collected

Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

-Various teacher focus groups were conducted to identify strengths and areas for improvement concern in Math instruction.

-During the 2017-2018 school year, a teacher survey was completed by the teaching staff.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Teacher Focus Groups-Key Takeaways

- Teachers struggled to list/identify multiple instructional strategies that are commonly used.
- Teachers are not reviewing key concepts after they have been initially taught.
- Teachers are sparingly using summative and interim data to inform instruction; formative data is not available to inform instruction.
- Teachers can give examples of activities using critical thinking; however, teachers acknowledge more can be used and checks for understanding need to be used with current critical thinking activities.
- Concerning student learning objectives: Teachers feel the gradual release is repetitive. Some teacher can produce learning objective if asked, but acknowledge they have not made them “student friendly.”
- On their survey, 45% of teachers somewhat agree that teachers have sufficient instructional time to meet the needs of all learners concerning the statement, “The school ensures that additional instruction and learning time is provided for all student who require it to meet academic standards.”
- On their survey, 59% of teachers agree that teachers are assigned classes that maximize their likelihood of success with students.
- On their survey, 50% of teachers somewhat disagree or disagree with the statement, “Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.”

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

-Various teacher focus groups were conducted to identify strengths and areas for improvement concerning classroom instruction.

-During a four week period of the 2017-2018 school year, every classroom was observed two times by a district administrator, building administrator, and/or instructional coach. The observation form used measured aspects of environment, culture, behavior management, instructional execution, and engagement.

-During the 2017-2018 school year a teacher survey was completed by the teaching staff.

:

Teacher Focus Groups-Key Takeaways

- Teachers struggled to list/identify multiple instructional strategies that are commonly used.
- Teachers are sparingly using summative and interim data to inform instruction; formative data is not available to inform instruction.
- Teachers expressed frustration concerning school improvement initiatives. Many felt initiatives “come and go” before they get a chance to work. Teachers could not agree upon what the most important school initiatives were.

- In only 54% of classrooms observed, did the lesson objective align to the Indiana Academic Standards.
- In only 58% of classrooms observed were academic supports posted and aligned to standards (e.g. objectives, goals, posters, data).
- In only 16% of classrooms observed, was a rigorous Depth of Knowledge evident.
- In only 28% of classrooms observed, were high expectations of academics evident.
- In only 32% of classrooms observed were students able to articulate the lesson objective and its purpose.

Additional Data Collected for Focus Area 3

Description of additional data collected for focus area 3:

Discipline Data:

- The disciplinary infraction of Rule Violations increased from 218 incidents to 3049 incidents..
- The disciplinary infraction of Uniform Violation increased from 462 incidents to 501 incidents..
- The disciplinary infraction of Class Disruption increased from 490 incidents to 524 incidents.
- The disciplinary infraction of Verbal Bullying increased from 4 incidents to 7 incidents.
- The disciplinary infraction of Cell Phone Violation increased from 445 incidents to 546 incidents.
- The disciplinary infraction of Disruption of the School Process increased from 59 incident to 167 incidents.
- The disciplinary infraction of Failure to Serve Detention increased from 1,245 infrations to 1,635 infractions.
- The disciplinary infraction of Fighting increased from 110 incidents to 145 incidents.
- In only 30% of classrooms observed were teachers giving out PBIS tickets.

VI. Analyze data to determine key findings and root causes

Data Analysis, Key Findings, and Root Causes		
Focus Area 1		
Conclusions from data quality check for Focus Area 1: <ul style="list-style-type: none">• The CNA team feels the data collected and utilized (e.g. NWEA, ISTEP achievement scores, ISTEP growth scores, Interim testing data, classroom observations, teacher surveys, teacher focus groups) to inform focus area 1 is adequate.• Desired additional data sources to take into account for next year<ul style="list-style-type: none">○ Classroom formative assessment results		
Updated description of Focus Area 1 (based on additional data collected during phase five of the CNA process): <i>As a result of the additional data gathered in CNA phase 5 the “Description of the Gaps Identified between the Vision of Excellence and School Profile” was updated and can be found HERE</i>		
Multiple assessments reveal a lack in student achievement and growth in Math ISTEP+ Proficiency scores have shown a steady decline over a three year period and a significant drop in growth scores occurred from SY 16-17 to SY 17-18. The subgroups of specific concern are Special Education and English Language Learners. Both groups of students’ Math scores are low compared to other subgroups as well as state averages. Their scores have also declined each of the last two years. Special Education subgroup has the lowest achievement scores of any of the subgroups.		
Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low ELA scores. It is believed that a lack of students using critical thinking skills and teachers not using student friendly objectives could also be contributing factors.		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

<ul style="list-style-type: none">● Teachers are not reviewing key concepts after they have initially been taught.● Teachers are sparingly using summative and interim data to inform instruction● On their survey, 45% of teachers somewhat disagree, disagree or were neutral concerning the statement, “The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards.”● On their survey, 50% of teachers somewhat disagree or disagree with the statement, “Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.”● ISTEP+ overall proficiency for Math has declined over the last 2 years.● ISTEP+ overall proficiency for Math is well below state averages.● ISTEP+ Special Education learners have had the lowest	<ul style="list-style-type: none">● Interim data is not informing instruction.● Formative data is not informing instruction.● Checks for understanding are not occurring.● Interventions are not occurring for students not meeting standards.● Teachers are not spiraling instruction.● State test scores are low and declining.● Several subgroups are underperforming.	<p>1. Mastery of Math skills - https://docs.google.com/document/d/1GuefBNllu-HSFruHYIbwwXYuJ7wpqPgcsN7DF-ecxGU/edit</p>
--	---	---

proficiency rate for the last 2 yrs.		
--------------------------------------	--	--

Focus Area 2

Conclusions from data quality check for Focus Area 2:

- The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores, ISTEP proficiency scores, interim testing data, classroom observations, teacher surveys, teacher focus groups) to inform focus area 2 is adequate.
- Desired additional data sources to take into account for next year
 - Classroom formative assessment results
 - Data on the use of evidence based instructional strategies

Updated description of Focus Area 2 (based on additional data collected during phase five of the CNA process):

As a result of the additional data gathered in CNA phase 5 the “Description of the Gaps Identified between the Vision of Excellence and School Profile” was updated and can be found [here](#)

Low academic growth scores and classroom observation data reveal a lack of standards based instruction. Specifically, in only 54% of classrooms observed, did the lesson objectives align to academic standards. Additionally, classroom instruction is failing to meet the rigor demanded by the Indiana Academic Standards. The CNA team believes a lack in the use of data to inform instruction and a lack in the use of evidence based instructional strategies might possibly be contributing factors.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
--	---	--

<ul style="list-style-type: none"> ● Teachers are sparingly using summative and interim data to inform instruction; formative 	<ul style="list-style-type: none"> ● Teachers are not aligning instruction to state standards. ● Teachers are not using student friendly 	https://drive.google.com/open?id=16y8CMbZzoAakOrEPe5z3h5KYPC3C7PRAnH_USrQ8_d0
--	--	---

<p>data is not available to inform instruction.</p> <ul style="list-style-type: none"> ● In only 54% of classrooms observed, did the lesson objective align to the Indiana Academic Standards. ● In only 58% of classrooms observed were academic supports posted and aligned to standards (e.g. objectives, goals, posters, data). ● In only 16% of classrooms observed, was a rigorous Depth of Knowledge evident. ● In only 32% of classrooms observed were students able to articulate the lesson objective and its purpose. ● ISTEP+ overall proficiency for Math has declined over the last 2 years. ● ISTEP/ILearn English learners have had the lowest proficiency rate for the last 2 yrs. 	<p>“I can” statements for objectives.</p> <ul style="list-style-type: none"> ● Curriculum is not aligned to state standards. ● Teachers are not meeting the rigor required by the standards. ● Teachers may not understand the concept of rigor. ● Objectives are not being explained/communicated before instruction begins. 	
---	---	--

<p>Focus Area 3</p>
<p>Conclusions from data quality check for Focus Area 3:</p> <ul style="list-style-type: none"> ● The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores,

ISTEP growth scores, Interim testing data, classroom observations, teacher surveys, teacher focus groups, student focus group) to inform focus area 3 is adequate.

- Desired additional data sources to take into account for next year:
 - Number and quality of independent projects completed
 - Number and quality of group projects completed
 - Extracurricular participation
 - Feedback from local business partners

Updated description of Focus Area 3 (based on additional data collected during phase five of the CNA process):

As a result of the additional data gathered in CNA phase 5 the “Description of the Gaps Identified between the Vision of Excellence and School Profile” was updated and can be found [HERE](#)

The vision of excellence contains numerous references concerning the development of 21st century skills and students being lifelong learners. Both the data that does exist (see classroom observations) and the lack of emphasis on collecting additional data points reveals a significant gap between the vision of excellence and reality.

The CNA team also noted that an emphasis on this focus area is likely to drive improvements in instruction, student engagement, and the two previously mentioned focus areas.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<ul style="list-style-type: none"> ● Students expressed a desire for more engaging content/learning. ● In only 45% of classrooms observed did the majority of students interact with and support each other about their learning. ● In only 40% of classrooms observed was risk-taking 	<ul style="list-style-type: none"> ● Instruction is lacking in student engagement. ● 21st century skills have been a priority in word but not action. ● Instruction is lacking relevance. ● Student collaboration levels are low in most classrooms. ● Data that could inform ability to teach 21st century skills is not being adequately 	

<p>encouraged by the teacher and were students willing to participate.</p> <ul style="list-style-type: none">● In only 20% of classrooms observed did teachers provide real-life scenarios and connect content to other areas.● In only 40% of classrooms observed did the majority of students demonstrate an interest in the content by interacting/reacting to the material personally.● On their survey, 65% of teachers somewhat disagree or disagree with the statement, “Our principal and district leaders acknowledge that all teachers need access to appropriate 21st century resources, materials, and equipment aligned to the standards and school improvement plan.”● On their survey, 55% of teachers somewhat disagree or disagree with the statement, “Our curriculum is aligned with the college and career ready state standards.”	<p>collected.</p>	
---	-------------------	--

--	--	--

School Improvement Plan Template

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	Stakeholder Group(s)	Role(s)
Michelle Ondas	Building Administration	Principal
Jennifer Rycerz	Building Administration	Assistant Principal
Catherine Danko	District Administration	Title I Coordinator
Kimberly Penrod Joy MacDonald	Staff	Teacher-Grade 6
Thomas Trottier Mindy Sarlea Alana Anderson	Staff	Teacher-Grade 7
James Scott Timberly Kinnie	Staff	Teacher-Grade 8
Sylvia Vlahu	Staff	HS Science
Maria Robles	Staff	HS Foreign Language
Jamie Mattel	Staff	HS Math
Lidia Serrato	Staff	Media Liaison
Amy Zwierz	Family/Community	Parent
William Lewter	Family/Community	Parent Booster Club
Committee's Focus: ELA/Instructional Practices		
Name	Stakeholder Group(s)	Role(s)
Rhonda Fehr	Staff	Instructional Coach
Timberly Kinnie	Staff	ELA Instructional Coach
James M. Adams	Staff	ELA Department Chair

Kate Osan	Staff	LDP Case Manager
Crystal Anthony	Staff	Special Education Case Manager
Jeffrey Wheeler	Student	
Robin Manning	Parent	PTSA Member

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1:	
Math	
<p>Multiple assessments reveal a lack in student achievement and growth in English Language Arts and Math. ISTEP+ Proficiency scores have shown a steady decline over a three year period and a significant drop in growth scores occurred from SY 16-17 to SY 17-18. The subgroups of specific concern are free and reduced meal students and English language learners. Math scores for Special Education students and English Language Learners free are low compared to other subgroups, as well as state averages. Their scores have also declined each of the last two years. Special Educations students have the lowest achievement scores of any of the subgroups.</p> <p>Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding in order to adjust classroom instruction.</p>	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
(Click here to return to the description of key findings for Focus Area 1 from the CNA)	(Click here to return to the root causes for Focus Area 1's key findings from the CNA)

Modification not needed	Modified... -point 2 - changed no way of knowing to limited ways of knowing -point 3 - added Data "is not adequate" FINAL ROOT CAUSE ANALYSIS
-------------------------	--

Review of Focus Area 2

Description of Focus Area 2:

Use of data and rigorous Instruction

Low academic growth scores and classroom observation data reveal a lack of standards-based instruction. Specifically, in only 54% of classrooms observed, did the lesson objective align to academic standards. Additionally, classroom instruction is failing to meet the rigor (DOK) demanded by the Indiana academic standards. The team believes a deficiency in the use of data to inform instruction, use of higher level questioning, and evidence based instructional strategies might possibly be contributing factors to low academic growth.



Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
--	--

<p><i>(Click here to return to the description of key findings for Focus Area 2 from the CNA)</i></p>	<p><i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i></p>
<p>Modification not needed</p>	<p><i>Modification not needed</i></p> <p>FINAL ROOT CAUSE ANALYSIS</p>

Review of Focus Area 3

Description of Focus Area 3:

Building Lifelong Learners

An emphasis is needed to instruct students in the skills they will require to be lifelong learners in a 21st century world. The vision of excellence contains numerous references concerning the development of 21st century skills and students being lifelong learners. Both the data that does exist (see classroom observations) and the lack of emphasis on collecting additional data points reveals a significant gap between the vision of excellence and reality.

The CNA team also noted an emphasis on this focus area is likely to drive improvements in instruction, student engagement, and the two previously mentioned focus areas.

Description of key findings for Focus Area 3 (strength or area for growth)

Root causes for key findings from Focus Area 3

(Click [here](#) to return to the description of key findings for Focus Area 3 from the CNA)

(Click [here](#) to return to the root causes for Focus Area 3's key findings from the CNA)

Modification not needed

Modification not needed

[FINAL ROOT CAUSE ANALYSIS](#)

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

Every school in School City of Hammond has developed a crisis plan. These plans detail actions to be taken in emergencies and were developed collaboratively by a team of staff members. Professional development sessions will be held for all staff to advise them of the plan. Each staff member at Donald E. Gavit has a blue folder with all of the emergency plans in it. These folders are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office.

Our building has a voluntary Crisis Team. The Crisis Team is trained in through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from Donald E. Gavit. Gavit has been equipped with an Automated External Defibrillator (AED). This life-saving device is located outside of the athletic office and one is in the nurse's office. All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed.

Every adult in our building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for; a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled); flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building; gunfire/shooting; and national disasters. Gavit conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); earthquake drills (two a year; one per semester); severe weather drills (two a year); lockdown drills/active shooter drills (one per term).

Gavit administrators continually review and update the plan due to staff turnover. Gavit School continuously informs parents and visitors of our sign-in procedure. A new teacher in-service each fall addresses our safety and crisis intervention plan.

Our safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. We will continue to encourage school personnel to be more visible inside the building before, during, after school, and during the lunch hours. We have regular

visits from the local police department in the building.

Donald E. Gavit has also developed a PBIS plan. This plan ensures our school has established common expectations on how students should be safe, be responsible, and be respectful in various areas of the school (hallway, restrooms, classrooms, cafeteria, outside, and on busses). These expectations were shared with the students within the first weeks of school. The expectations will be reviewed and modified as needed.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>A safe learning environment helps to foster a healthy school climate and culture, to ensure that students and teachers feel safe and can focus on learning.</i>	For Focus Area 1: School safety drills can take time away from classroom instruction.
For Focus Area 2: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures that students and teachers feel safe and can focus on learning.</i>	For Focus Area 2: School safety drills take time away from classroom instruction.
For Focus Area 3: <i>As students participate in activities and procedures intended to ensure a safe learning environment, they learn valuable soft skills such as responsibility and teamwork.</i>	For Focus Area 3: N/A

Description of Core Component: Curriculum

- Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Curriculum Guides

Curriculum guides are available for inspection in the Media Center of Donald E. Gavit School and available through google drive. All teachers are encouraged to utilize the Learning Connections and web based resources made available by the Indiana Department of Education. The Indiana Curriculum Guides/Standards are in the process of being revamped and woven to link and mesh with the Common Core Standards. Gavit teachers continually work on this in a collaborative district setting. With the shift to an alternate assessment, it is important that we begin to shift our instruction and methods used to instructionally prepare students for this assessment that is focused on college and career readiness.

Language Arts

Pearson is the adopted Language Arts curriculum. Supplemental resources are utilized to address deficits and to encourage enrichment. These include: *Common Lit, Edulastic, Khan Academy, Readworks and American Rhetoric.*

Mathematics

Pearson is the adopted math curriculum for the middle and high schools. Other resources, including manipulatives, are utilized as a support for both remediation and enrichment. To give students specific instruction on areas of weakness , teachers supplement with Khan Academy, Math XL, Study Island and Think Boxes.

Social Studies

Pearson is the adopted curriculum for Social Studies as it address state standards and local benchmarks in both the middle and high schools. Supplemental resources which are utilized include *Flocabulary and CNN 10.*

Science

Pearson is the adopted science curriculum for middle and high school. Indiana adopted new science standards to be implemented in the 2017-2018 school year. The curriculum used is the Indiana-Science Technology Engineering and Mathematics (I-STEM). The curriculum is a research-developed science curriculum that aligned to Indiana's Academic Standards for Science. The science resources provide a hands-on, research-developed science curriculum. *Khan Academy, Bozeman Science and Science Simply Stated* will be utilized as supplemental resources.

Health/Business

The Digital Citizenship curriculum used at Gavit is provided by K-12 Digital Citizenship Curriculum and it is aligned to the International Society for Technology in Education student standards. The business curriculum adopted by Gavit is the Indiana college and Career Readiness standards. IDOE resources are used to support students to meet the health standards.

Gavit will continually assess supplemental resources and appropriate software to meet the needs of our students. In addition intervention and enrichment lessons will also be utilized to achieve growth at all academic levels.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>Curricular resources provide a foundation for tiered supports and interventions.</i>	For Focus Area 1: A process for gathering and using data to inform instruction has not been implemented with fidelity.
For Focus Area 2: <i>Curriculum guides link standards to instruction.</i>	For Focus Area 2: -Curriculum guides do not address level of rigor/DOK -Curriculum guides do not provide teachers with effective resources and/or instructional strategies
For Focus Area 3: N/A	For Focus Area 3: Curriculum guides do not address instruction and resources intended to teach students to be lifelong learners.

Description of Core Component: Assessment
<p>1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:</p> <ul style="list-style-type: none"> ● A description of the school's interim assessments, including the frequency with which they will be administered; ● A brief rationale for using these interim assessments; ● A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction; ● A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and ● A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.
<p>Donald E. Gavit utilizes a number of assessments to evaluate students' academic and behavioral status and progress. Academic assessment data is used by school personnel to plan subsequent on-grade level, remedial, and enrichment instruction. Monthly performance tasks and weekly Math assessments (think boxes) are administered.</p>

Weekly PD is held to support staff in interpretation of data and making instructional decisions based on those interpretations.

The plan has been talked about working toward less homework and use the classroom time for assessing mastery through the use of exit tickets or performance tasks.

Behavioral data is used by school personnel to assist in behavioral interventions, including attendance. Below is a list of academic assessments used by subject and grade level.

Subject: Reading- NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Literature, Nonfiction, Vocabulary

Timeline: Fall, Winter, Spring

Subject: English/Language Arts -- NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Write, Develop, Revise, Purpose, Conventions

Timeline: Fall, Winter, Spring

Subject: Mathematics - NWEA

Fall, Winter, Spring 6th Grade- 10th Grade

Assess: Number Sense, Computation, Algebra, Geometry, Measurement, Data Analysis, Statistics

Timeline: Fall, Winter, Spring

All HS Classes: Final Exams

Timeline: end of term

Academic Enrichment - High ability Assessments - AP Exams

AP English Language, AP Biology, AP English Literature, AP Spanish Language, AP Environmental Science, AP Calculus, AP Psychology, AP US History, AP Chemistry, AP Statistics

Timeline: Spring

Behavioral

A variety of behavioral assessments are used to assist classroom teachers and support personnel. When necessary, data from these assessments may be used as part of the functional behavior assessment process.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?

For Focus Area 1:

Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction.

For Focus Area 2:

Summative and interim assessments provide yearly and quarterly data that can be used to inform how standards are being taught.

For Focus Area 3:
N/A

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use instructional strategies and response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?

In what ways does the school's plan for instruction *not* help the school address its focus areas?

For Focus Area 1:

For Focus Area 1:

<p><i>A desire to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</i></p>	<p>Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity.</p>
<p>For Focus Area 2: <i>A desire to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</i></p>	<p>For Focus Area 2: Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity.</p>
<p>For Focus Area 3: <i>A desire to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</i></p>	<p>For Focus Area 3: -We are not addressing cultural differences through effective communication. -Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity.</p>

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

Gavit staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the student population. Targeted Groups for the 2018-19 school year are:

- Special Education Students
- English Language Learners

Currently appropriate strategies for improving student achievement for each identified subgroup at Gavit have been emphasized in this School Wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroups are:

- Response to Intervention Tiered Approach to Instruction.
- Staff will read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.

•Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Gavitt's identified subgroups example (Co-Teaching).

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>The cultural competency plan will aid in meeting the individual needs of all learners.</i>	For Focus Area 1: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.
For Focus Area 2: <i>The cultural competency plan will aid in meeting the individual needs of all learners.</i>	For Focus Area 2: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.
For Focus Area 3: <i>The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.</i>	For Focus Area 3: N/A

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Currently, parents are invited to the school to participate in the Title I annual meeting, open house activities, and student-led parent-teacher conferences, which are held each fall. In the

middle school, each team holds one family night each semester. In the spring, the parents of incoming 5th grade students are invited to an informational meeting to introduce them to the building and to provide the parents with information as well as activities to complete over the summer to help prepare the students for the coming school year.

Throughout the school year, parents are encouraged to attend various academic and fine arts events. Examples are the reading fairs, music programs, side by sides, science olympiad, and mock trial, making the grade.

Parents of special education students are encouraged to attend annual case conferences.

Parents are also encouraged to join our Parent Teacher Organization (PTSA). The PTSA sponsors several events throughout the year including fundraisers.

The PTSA supports the school's fundraising projects and other school related activities. During the annual Open House night activity, parents are invited to communicate with the classroom teacher/school via telephone, notes, google classroom, or email.

Parent conferences are conducted twice a year in October and February, with individual conferences held throughout the year as requested by either the teachers or the parents.

Parent signatures are required on some of the following documents that are included in the school registration packet or in other school distributed materials. The signed forms are retained on file in the school office.

- Annual Parent Meeting Agenda
- Parent Compact
- Parent Involvement Policy (school & district)

Every parent will receive a survey requesting parent input in the school's Comprehensive Needs Assessment Process. Additionally, parents are encouraged through the weekly school newsletter to share their thinking by contacting the teacher or office with comments or concerns.

Parents have the ability to access Chalkable and STI to monitor homework, assignments and grades. Passwords and instructions to use are available in the office. Parents are also included in Google Classroom where they can monitor classroom work and assignments.

Gap Analysis: Family Engagement

<p>How will the school's family engagement plan also help the school address its focus areas?</p>	<p>In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: <i>The family engagement plan encourages parents to be active participants in their</i></p>	<p>For Focus Area 1: N/A</p>

<i>child's educational experience.</i>	
For Focus Area 2: N/A	For Focus Area 2: The family engagement plan has failed to communicate to parents the importance of standards based state assessments role in their child's education.
For Focus Area 3: <i>The family engagement plan can be used to engage parents in their child's skill development concerning 21st century skills.</i>	For Focus Area 3: The Family Engagement Plan is currently not achieving this.

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Through our School Improvement Plan, staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and aligns with best practices. Teachers are providing instruction for students through the occasional use of chromebook carts for class use.

One computer lab is used for instruction on keyboarding and computer applications. Instruction in Google Applications for Education, Keyboarding, Microsoft Word, Publisher, Excel, and Powerpoint, as well as learning to use the Internet for research, is woven into content area instruction. In all general education classrooms, teachers have promethean boards to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
---	--

For Focus Area 1: <i>-Technology increases the opportunities to vary classroom instruction and student engagement.</i> <i>-Technology offers opportunities to tier supports and remediation.</i>	For Focus Area 1: The plan does not address supports for teachers who are not proficient in teaching with technology.
--	--

For Focus Area 2: <i>Technology offers opportunities to tier supports and remediation.</i>	For Focus Area 2: The plan does not address supports for teachers who are not proficient at using and teaching with technology.
For Focus Area 3: <i>The use of technology is a valuable 21st century skill that our kids need.</i>	For Focus Area 3: The plan is not specific enough in addressing what technology skills our students need to develop to be lifelong learners.

IV. Select evidence-based interventions that address the school’s focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <ul style="list-style-type: none"> -Curriculum - curricular resources provide a foundation for tiered supports and interventions -Assessment- summative and interim assessments provide yearly and quarterly data that can be used to inform instruction -Instruction - A desire among staff to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction. -Technology offers opportunities to tier supports and remediation
<p>Describe the key findings and root causes, if any, for this focus area that are <i>not</i> sufficiently addressed by these strategies from the core components:</p> <p>-The core components, as they currently exist, do not provide the formative data needed for teachers to know what standards students have mastered throughout the year. A process for developing formative assessments is needed so that data can be generated to better inform classroom instruction. This will provide teachers with the means to know what standards have been mastered and to adequately spiral instruction to increase student retention of content and skills.</p>
<p>Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from</p>

the core components:

Evidence Based Intervention→Math Formative Assessments

In order to facilitate the use of formative assessments to better inform student mastery of ELA content and standards we will (1) establish a team to create 3 wk ELA formative assessments, (2) establish procedures for analyzing and using the data to inform instruction, (3) provide teachers with professional development on how to use the data and follow established procedures, and (4) establish a process for administration to monitor implementation.

[Klute, M., Apthorp, H., Harlacher, J., & Reale, M. \(2017\). Formative assessment and elementary school student academic achievement: A review of the evidence \(REL 2017–259\). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>.](#)

[John Hattie Barometer of Influence Effect Size for Teacher estimates of student achievement=1.62 / RTI=1.29 / Planning and prediction=.76 / Evaluation and Reflection=.75 / Mastery learning=.57 / Formative evaluation=.48 Visible Learning Plus. \(2017\). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from \[evidencebasedteaching.org.au/hatties-2017-updated-list/\]\(http://evidencebasedteaching.org.au/hatties-2017-updated-list/\)](#)

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Safe Learning Environment - A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning
- Curriculum - Curriculum guides link standards to instruction
- Assessment - Summative and interim assessments provide yearly and quarterly data that can be used to inform how standards are being taught.
- Technology - Technology offers opportunities to tier supports and remediation

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

The core competencies do not provide a system for identifying and implementing common evidence based instructional strategies. As a result, teachers are not using varied instructional strategies that address upper levels of DOK to ensure instruction is meeting the rigor of the standards.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence Based Intervention→ PLCs

We will continue weekly staff meetings into Professional Learning Communities (PLCs) to support teachers in developing the instructional strategies needed to meet students' learning needs. During PLCs we will prioritize (1) teacher's use of evidence based instructional strategies and (2) analyzing the data from formative assessments (see intervention from focus area 1). Furthermore, we will ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers.

[DuFour, R. \(2009\). Professional Learning Communities: The Key to Improved Teaching and Learning. The AdvancED Source.](#)

[DuFour, DuFour, & Eaker. \(2008\). Finding Common Ground in Educational Reform: A Sample of Advocates for Professional Learning Communities.](#)

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Safe Learning Environment - As students participate in activities and procedures intended to ensure a safe learning environment they learn valuable soft skills such as responsibility and teamwork.
- Cultural Competency - The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world
- Family Engagement - The family engagement plan can be used to engage parents in their child's skill development concerning 21st century skills and new graduation requirements
- Technology - The use of technology is a valuable 21st century skill that our children need

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

We are not adequately measuring/testing our ability to develop students into lifelong learners capable of functioning at a high level in a 21st century world. Teachers are not putting priority on teaching 21st Century Skills as they develop their instructional plans as a result, students are not adequately developing learning awareness, growth mindset, and ownership of their own learning.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence Based Intervention→ Use of Metacognitive Strategies Pilot Program

A committee will be established to (1) monitor productive citizen and lifelong learning data and

(2) create a plan during advisory where students can learn character building, power hour, and technology skills. We will place emphasis on strategies that can be used by all teachers, build growth mindset, and can be imbedded in class projects. The committee will work closely with administration to develop PD and monitoring plans to implement the program school wide during the 2019-2020 school year.

[John Hattie Barometer of Influence Effect Size for Metacognitive Strategies=.60 Visible Learning Plus. \(2017\). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from evidencebasedteaching.org.au/hatties-2017-updated-list/](#)

[Snipes, J., & Loan, T. \(2017\). Growth mindset, performance avoidance, and academic behaviors in Clark County School District \(REL 2017-226\). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>.](#)

[Cohen, G., Dweck, C., Walton, G., \(2014\). Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning. Bill & Melinda Gates Foundation.](#)

[Brown, Christopher. Patterns of Innovation: Showcasing the Nation's Best in 21st Century Learning. Pearson Foundation & Partnership for 21st Century Skills.](#)

Design a professional development plan

Professional Development Plan

Set Goals

Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan.

Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	A process for developing rigorous formative assessments is needed so that data can be generated to better inform classroom instruction. This will provide teachers with the means to know what standards have been mastered and to adequately spiral instruction to increase student retention, depth of content knowledge, and skills.	<i>Classroom instruction is failing to meet the rigor (DOK) demanded by the Indiana academic standards. The team believes a lack in the use of data to inform instruction and a lack in the use of higher level questioning and evidence based instructional strategies might possibly be contributing factors.</i>
2	Provide PD on SEL (Social Emotional Learning) to meet the needs of all learners and provide strategies that are applicable across many school contexts and conditions.	<i>Tools and supports need to be provided for teachers to think about and create changes in their practice that focus on social, emotional, and academic development</i>
3	Teachers will attend professional development on the use of metacognitive strategies and active learning to help develop students into lifelong learners	<i>Students are not adequately developing learning awareness, growth mindset, and ownership of their own learning which are needed to be capable of functional at a high level in a 21st century world.</i>
<i>Professional Development Offerings</i>		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Principal and Instructional Coaches will provide initial training	Monthly team meeting with the principal and teachers to discuss

	on how to utilize formative assessment data to determine changes needed in classroom instructional strategies as well as how to use the data to determine student groups for intervention.	strategies and identify students who need remediation or enrichment.
2	Principal will set the tone and address the need for (SEL) during monthly faculty meetings.	The instructional coaches and counselors will offer PD throughout the school year on SEL. Ongoing Collaboration with teachers
3	Instructional Coaches and Counselors will identify schools that are exemplary in the use of metacognitive strategies and schedule days to observe and attend PD or research best practices on Social Emotional Learning	Ongoing collaboration with teachers

Professional Development Resources

For each of the school’s professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Formative Assessments will need to be created as well as procedures for analyzing the data. Resources Needed: Formative Assessments already created, data from those formative assessments.	-Edulastic Assessments -ELA -Think Boxes- Math -MS Weekly assessments -charts
2	-Books and research on SEL and strategies for best practices	-Articles -Videos
3	-Subs for teachers -Resource materials on metacognitive strategies	-Transportation -Substitutes

<i>Professional Development Evaluation</i>		
<p>For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.</p>		
PD Goal #	Methods) for Measuring PD Impact	Plan for Measuring PD Impact
1	PD Exit Tickets -Classroom Walkthroughs -Teacher Lesson Plan Reviews -Formative Assessment Data	Every three weeks the principal and academic coaches will meet to review what has been observed in the classrooms as well as the data from pre and post formative assessments.
2	-Classroom observations -Office Referrals -PLC agendas -Observation of PLCs -Exit Tickets	Every three weeks the administration, PBIS team and academic coaches will meet to review what has been observed in the classrooms, and PLC meetings
3	Example Lesson Plans -Outline piloting metacognitive strategies in a select group of classrooms	Administration & Instructional Coaches will monitor classrooms and observe metacognitive strategies

